

Royall Elementary

1400 Woods Road
Florence, South Carolina 29501

Grades	PK-6 Elementary School	
Enrollment	557 Students	
Principal	Julie Smith	843-664-8167
Superintendent	Larry Jackson, Interim Superintendent	843-669-4141
Board Chair	Porter Stewart	843-669-6395

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	57	31	1	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Excellent	Good	Yes
2005	Good	Good	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

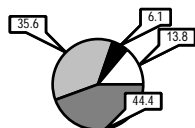
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

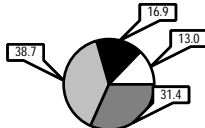
95.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

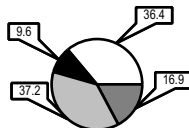
English/Language Arts



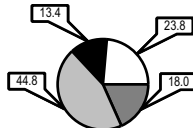
Mathematics



Science

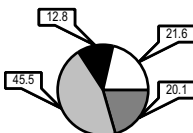
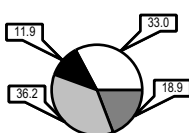
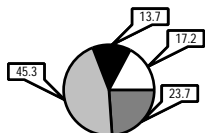
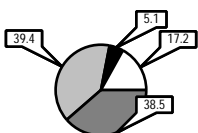


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	313	99.4	12.5	34.3	43.2	10.0	62.0	Yes	Yes
Gender									
Male	162	98.8	13.9	40.1	36.5	9.5	56.2		
Female	151	100.0	11.2	28.4	50.0	10.4	67.9		
Racial/Ethnic Group									
White	161	98.8	5.0	32.4	51.8	10.8	74.1	Yes	Yes
African American	144	100.0	20.2	36.3	33.9	9.7	50.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	230	99.1	9.8	35.2	47.2	7.8	67.4		
Disabled	83	100.0	19.2	32.1	33.3	15.4	48.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	313	99.4	12.5	34.3	43.2	10.0	62.0		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	308	99.4	12.0	34.2	43.6	10.2	62.8		
Socio-Economic Status									
Subsidized meals	161	100.0	20.1	34.5	36.0	9.4	51.1	Yes	Yes
Full-pay meals	151	98.7	4.5	34.1	50.8	10.6	73.5		

Mathematics – State Performance Objective = 36.7%									
All Students	313	99.4	11.8	37.6	31.4	19.2	64.2	Yes	Yes
Gender									
Male	162	98.8	12.4	30.7	36.5	20.4	69.3		
Female	151	100.0	11.2	44.8	26.1	17.9	59.0		
Racial/Ethnic Group									
White	161	98.8	5.0	32.4	32.4	30.2	76.3	Yes	Yes
African American	144	100.0	19.4	43.5	29.0	8.1	50.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	230	99.1	6.2	37.3	35.2	21.2	71.0		
Disabled	83	100.0	25.6	38.5	21.8	14.1	47.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	313	99.4	11.8	37.6	31.4	19.2	64.2		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	308	99.4	11.7	37.6	31.2	19.5	64.7		
Socio-Economic Status									
Subsidized meals	161	100.0	20.1	44.6	25.2	10.1	48.9	Yes	Yes
Full-pay meals	151	98.7	3.0	30.3	37.9	28.8	80.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	313	99.4	34.7	36.2	19.9	9.2	29.2
Gender							
Male	162	98.8	33.6	32.1	21.9	12.4	34.3
Female	151	100.0	35.8	40.3	17.9	6.0	23.9
Racial/Ethnic Group							
White	161	98.8	16.5	37.4	28.8	17.3	46.0
African American	144	100.0	54.0	33.9	11.3	0.8	12.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	230	99.1	24.9	43.0	19.7	12.4	32.1
Disabled	83	100.0	59.0	19.2	20.5	1.3	21.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	313	99.4	34.7	36.2	19.9	9.2	29.2
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	308	99.4	33.8	36.5	20.3	9.4	29.7
Socio-Economic Status							
Subsidized meals	161	100.0	53.2	32.4	13.7	0.7	14.4
Full-pay meals	151	98.7	15.2	40.2	26.5	18.2	44.7

Social Studies							
All Students	313	99.4	22.5	44.3	20.3	12.9	33.2
Gender							
Male	162	98.8	20.4	38.7	24.8	16.1	40.9
Female	151	100.0	24.6	50.0	15.7	9.7	25.4
Racial/Ethnic Group							
White	161	98.8	9.4	43.2	26.6	20.9	47.5
African American	144	100.0	37.9	42.7	14.5	4.8	19.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	230	99.1	14.5	47.7	21.2	16.6	37.8
Disabled	83	100.0	42.3	35.9	17.9	3.8	21.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	313	99.4	22.5	44.3	20.3	12.9	33.2
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	308	99.4	22.6	43.6	20.7	13.2	33.8
Socio-Economic Status							
Subsidized meals	161	100.0	38.1	42.4	15.8	3.6	19.4
Full-pay meals	151	98.7	6.1	46.2	25.0	22.7	47.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	69	98.6	13.8	21.5	53.8	10.8	64.6
	4	71	100.0	10.3	36.8	51.5	1.5	52.9
	5	67	97.0	17.5	52.4	27.0	3.2	30.2
	6	62	100.0	26.2	34.4	27.9	11.5	39.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	76	100.0	1.4	18.8	63.8	15.9	79.7
	4	76	98.7	14.3	35.7	48.2	1.8	50.0
	5	89	100.0	12.5	45.8	40.3	1.4	41.7
	6	72	98.6	26.2	42.6	26.2	4.9	31.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	69	98.6	15.4	49.2	32.3	3.1	35.4
	4	71	100.0	8.8	29.4	25.0	36.8	61.8
	5	67	98.5	17.5	39.7	20.6	22.2	42.9
	6	62	100.0	16.4	31.1	27.9	24.6	52.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	76	100.0	4.3	49.3	33.3	13.0	46.4
	4	76	98.7	17.9	37.5	25.0	19.6	44.6
	5	89	100.0	11.1	38.9	29.2	20.8	50.0
	6	72	98.6	18.0	29.5	37.7	14.8	52.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	76	100.0	29.0	50.7	15.9	4.3	20.3
	4	76	98.7	39.3	37.5	10.7	12.5	23.2
	5	89	100.0	37.5	34.7	22.2	5.6	27.8
	6	72	98.6	37.7	26.2	18.0	18.0	36.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	76	100.0	20.3	46.4	23.2	10.1	33.3
	4	76	98.7	26.8	53.6	14.3	5.4	19.6
	5	89	100.0	25.0	41.7	18.1	15.3	33.3
	6	72	98.6	19.7	41.0	16.4	23.0	39.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 557)				
First graders who attended full-day kindergarten	100.0%	Up from 95.0%	100.0%	100.0%
Retention rate	4.4%	Up from 4.0%	2.9%	3.0%
Attendance rate	96.4%	Up from 95.9%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%	Up from 0.0%	3.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.4%	Up from 0.0%	3.0%	3.2%
Eligible for gifted and talented	14.9%	Down from 16.6%	17.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.6%	Up from 11.7%	8.2%	8.2%
Older than usual for grade	3.1%	Up from 2.8%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	52.4%	Up from 51.4%	53.1%	52.6%
Continuing contract teachers	90.5%	Up from 88.6%	84.6%	83.3%
Highly qualified teachers	87.5%	Up from 86.4%	93.5%	93.5%
Teachers with emergency or provisional certificates	2.7%	Down from 3.0%	0.0%	0.0%
Teachers returning from previous year	91.0%	Up from 88.8%	88.3%	87.0%
Teacher attendance rate	96.0%	Up from 95.9%	95.0%	95.0%
Average teacher salary	\$40,242	Up 0.6%	\$42,035	\$41,703
Prof. development days/teacher	11.2 days	Up from 10.6 days	12.8 days	12.8 days
School				
Principal's years at school	21.0	Up from 19.0	5.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 91.5%	90.0%	89.8%
Dollars spent per pupil*	\$6,007	Up 5.2%	\$5,966	\$6,242
Percent of expenditures for teacher salaries*	72.0%	Up from 71.6%	67.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 100.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	84.2%		89.4%	
Highly qualified teachers in high poverty schools	86.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Royall Elementary School has a well-deserved reputation for providing its students with an educational experience that is second to none. To continue this tradition of excellence, our faculty and staff remain committed to insuring that our school offers the very best in instructional techniques, teaching staff, educational resources, parental involvement, and learning environment. Royall's success in achieving these goals has resulted in the following state and national recognitions during the 2004-05 school year.

Palmetto Gold Award for Academic Achievement - SC Department of Education
 Absolute Rating of "Excellent" - SC Department of Education
 Achievement of "Adequate Yearly Progress" goal as set by the No Child Left Behind legislation - SC Department of Education
 Reading Renaissance Master School - Institute of Academic Excellence
 Red Carpet Award Honoree - SC Department of Education

Royall Elementary School is regionally accredited by the Southern Association of Colleges and Schools and is nationally accredited by the Commission of International and Trans-Regional Accreditation.

Our school has a clearly defined mission that is shared by Royall's faculty and staff, our students, and our parents. Our commitment to the highest academic standards, our high expectations, and our mutual trust and respect have resulted in a learning environment that is conducive to both teaching and learning.

Royall Elementary School is fortunate to enjoy the enthusiastic support of our parents and the Florence community. Our active Association of Parents and Teachers is a valuable resource, providing time and energy to a wide variety of special projects that enhance our school's offerings.

As we prepare for the future, we will continue our emphasis on a well-balanced literacy program, expand our offerings in the areas of writing and science, and enhance the integration of technology into all areas of our instructional program.

Royall Elementary School is an innovative, exciting place where teachers love to teach and students love to learn! Our school motto says it best - "Royall Elementary School...A Proud Past - A Bright Future!"

Julie Smith, Principal
 Terry Scatturo, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	57	44
Percent satisfied with learning environment	97.6%	93.0%	95.3%
Percent satisfied with social and physical environment	97.6%	93.0%	88.1%
Percent satisfied with school-home relations	95.2%	96.5%	81.8%

*Only students at the highest elementary school grade level at this school and their parents were included.